



**Office of Education
Performance Audits**

DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

ANSTED MIDDLE SCHOOL

FAYETTE COUNTY SCHOOL SYSTEM

DECEMBER 2007

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Ansted Middle School in Fayette County was conducted on October 24, 2007. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to determine if standards are being met in individual schools as part of a county-wide performance audit.

The Education Performance Audit Team reviewed the Five-Year Strategic Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on the subgroups that failed to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator

TEAM MEMBERS

| Name | Title | School/County |
|---------------|-----------------------------|---|
| Gary Cook | Middle School Principal | Beverly Hills Middle Cabell County |
| Bobby Meadows | High School Principal | Independence High Raleigh County |
| Beth Pitzer | Elementary School Principal | Scott Teays Elementary Putnam County |

SCHOOL PERFORMANCE

20 FAYETTE COUNTY

Chris Perkins, Superintendent

301 ANSTED MIDDLE SCHOOL – Passed

Christopher Pinnick, Principal

Grades 05 - 08

Enrollment 183 (2nd month enrollment report)

WESTEST 2005-2006

| Group | Number Enrolled for FAY | Number Enrolled on Test Week | Number Tested | Participation Rate | Percent Proficient | Met Part. Rate Standard | Met Assessment Standard | Met Subgroup Standard |
|------------------------------|-------------------------|------------------------------|---------------|--------------------|--------------------|-------------------------|-------------------------|-----------------------|
| Mathematics | | | | | | | | |
| All | 172 | 187 | 187 | 100.00 | 79.65 | Yes | Yes | ✓ |
| White | 171 | 185 | 185 | 100.00 | 79.53 | Yes | Yes | ✓ |
| Black | ** | ** | ** | ** | ** | NA | NA | NA |
| Hispanic | * | * | * | * | * | * | * | * |
| Indian | * | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * | * |
| Low SES | 109 | 121 | 121 | 100.00 | 75.22 | Yes | Yes | ✓ |
| Spec. Ed. | 17 | 19 | 19 | 100.00 | 17.64 | NA | NA | NA |
| LEP | * | * | * | * | * | * | * | * |
| Reading/Language Arts | | | | | | | | |
| All | 172 | 187 | 187 | 100.00 | 81.97 | Yes | Yes | ✓ |
| White | 171 | 185 | 185 | 100.00 | 81.87 | Yes | Yes | ✓ |
| Black | ** | ** | ** | ** | ** | NA | NA | NA |
| Hispanic | * | * | * | * | * | * | * | * |
| Indian | * | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * | * |
| Low SES | 109 | 121 | 121 | 100.00 | 76.14 | Yes | Yes | ✓ |
| Spec. Ed. | 17 | 19 | 19 | 100.00 | 0.00 | NA | NA | NA |
| LEP | * | * | * | * | * | * | * | * |

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.7%

SCHOOL PERFORMANCE

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team’s findings.

20 FAYETTE COUNTY
Chris Perkins, Superintendent

301 ANSTED MIDDLE SCHOOL – Passed

Christopher Pinnick, Principal
Grades 05 - 08

Enrollment 182 (2nd month enrollment report)

WESTEST 2006-2007

| Group | Number Enrolled for FAY | Number Enrolled on Test Week | Number Tested | Participation Rate | Percent Proficient | Met Part. Rate Standard | Met Assessment Standard | Met Subgroup Standard |
|------------------------------|-------------------------|------------------------------|---------------|--------------------|--------------------|-------------------------|-------------------------|-----------------------|
| Mathematics | | | | | | | | |
| All | 190 | 205 | 202 | 98.53 | 69.14 | Yes | Averaging | ✓ |
| White | 188 | 203 | 200 | 98.52 | 69.35 | Yes | Averaging | ✓ |
| Black | ** | ** | ** | ** | ** | NA | NA | NA |
| Hispanic | * | * | * | * | * | * | * | * |
| Indian | * | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * | * |
| Low SES | 127 | 142 | 141 | 99.29 | 65.35 | Yes | Averaging | ✓ |
| Spec. Ed. | 27 | 30 | 30 | 100.00 | 29.62 | NA | NA | NA |
| LEP | * | * | * | * | * | * | * | * |
| Reading/Language Arts | | | | | | | | |
| All | 190 | 205 | 202 | 98.53 | 80.85 | Yes | Yes | ✓ |
| White | 188 | 203 | 200 | 98.52 | 81.18 | Yes | Yes | ✓ |
| Black | ** | ** | ** | ** | ** | NA | NA | NA |
| Hispanic | * | * | * | * | * | * | * | * |
| Indian | * | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * | * |
| Low SES | 127 | 142 | 141 | 99.29 | 76.37 | Yes | Averaging | ✓ |
| Spec. Ed. | 27 | 30 | 30 | 100.00 | 25.92 | NA | NA | NA |
| LEP | * | * | * | * | * | * | * | * |

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 96.5%

Adequate Yearly Progress (AYP) Information by Class

| Mathematics | | | | | | | | | | | |
|-------------|-------------|----------|--------|------------|------------|--------|---------------|---------|---------------|---------------|------------|
| Class | Tested Enr. | FAY Enr. | Tested | FAY Tested | Part. Rate | Novice | Below Mastery | Mastery | Above Mastery | Distinguished | Proficient |
| 05 | 48 | 43 | 48 | 43 | 100.00 | 2.33 | 20.93 | 55.81 | 20.93 | 0.00 | 76.74 |
| 06 | 51 | 49 | 48 | 47 | 94.12 | 12.77 | 34.04 | 46.81 | 6.38 | 0.00 | 53.19 |
| 07 | 46 | 43 | 46 | 43 | 100.00 | 6.98 | 20.93 | 55.81 | 16.28 | 0.00 | 72.09 |
| 08 | 60 | 55 | 60 | 55 | 100.00 | 1.82 | 23.64 | 65.45 | 9.09 | 0.00 | 74.55 |

| Reading | | | | | | | | | | | |
|---------|-------------|----------|--------|------------|------------|--------|---------------|---------|---------------|---------------|------------|
| Class | Tested Enr. | FAY Enr. | Tested | FAY Tested | Part. Rate | Novice | Below Mastery | Mastery | Above Mastery | Distinguished | Proficient |
| 05 | 48 | 43 | 48 | 43 | 100.00 | 6.98 | 23.26 | 44.19 | 23.26 | 2.33 | 69.77 |
| 06 | 51 | 49 | 48 | 47 | 94.12 | 10.64 | 21.28 | 51.06 | 17.02 | 0.00 | 68.09 |
| 07 | 46 | 43 | 46 | 43 | 100.00 | 0.00 | 6.98 | 34.88 | 39.53 | 18.60 | 93.02 |
| 08 | 60 | 55 | 60 | 55 | 100.00 | 0.00 | 9.09 | 34.55 | 40.00 | 16.36 | 90.91 |

Enr. - Enrollment
FAY - Full Academic Year
Part. - Participation

Other Relevant Performance Data

2006-2007 Writing Assessment Distribution of Performance Across All Performance Levels Grade 7

| | Total # Tested | % At Distinguished | % At Above Mastery | % At Mastery | % At Partial Mastery | % At Novice | % With No Score | % of Students at or Above Mastery | % of Students Below Mastery |
|----------------|----------------|--------------------|--------------------|--------------|----------------------|-------------|-----------------|-----------------------------------|-----------------------------|
| STATE – WV | 20311 | 3 | 18 | 54 | 21 | 2 | 1 | 76 | 24 |
| FAYETTE COUNTY | 508 | 4 | 18 | 56 | 20 | 2 | 1 | 77 | 23 |
| ANSTED MIDDLE | 45 | 4 | 18 | 78 | 0 | 0 | 0 | 100 | 0 |

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Ansted Middle School achieved adequate yearly progress (AYP) in the all students (AS) and racial/ethnicity white (W) subgroups in mathematics and the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by averaging. Mathematics and reading/language arts subgroups indicated a decline in achievement in all cells with a number (N) over 50, with the exception of the SES subgroup in reading/language arts. This cell recorded a gain of less than one percentage point.

The special education (SE) subgroup, with the number (N) less than 50, scored far below the State's percent proficient level in mathematics and reading/language arts. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plan and apply interventions to improve achievement of all students.

Adequate yearly progress (AYP) information by class indicated scores below mastery in both mathematics and reading: Grade 5 – 30.24 percent in reading; Grade 6 – 46.81 percent in mathematics and 31.92 percent in reading; Grade 7 – 27.91 percent in mathematics; Grade 8 – 25.46 percent in mathematics. These scores have implication for the strategic plan and school improvement.

The following professional development and/or training opportunities were provided.

1. Learning Focused Strategies.
2. Vocabulary Writing Roadmap.
3. Fitnessgram.
4. WESTEST Analysis.
5. I KNOW Website.
6. NAEP/Writing Roadmap.
7. Co-Teaching.
8. Bullies and Targets.
9. Reciprocal Teaching.
10. Writing Lesson Plans.
11. Graphing Calculators.
12. Diabetes, Asthma in the Classroom.
13. Do I Have to Teach Reading?
14. Discovery Health.
15. Deconstructing the CSOs.
16. Formative Assessment.
17. Integrating Technology into the Classroom.
18. Dealing with Difficult Parents.
19. Differentiated Instruction.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.13. Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

West Virginia Board of Education Policy 2510 requires a minimum of 225 instructional minutes daily in the core courses. According to the principal interview and a submitted schedule, core courses were in session for 205 minutes. (Five core courses at 41 minutes each).

Indicators of Efficiency

Indicators of efficiency for student and school system performance and processes were reviewed in the following areas: Curriculum delivery, including but not limited to, the use of distance learning; facilities; administrative practices; personnel; utilization of regional education service agency, or other regional services that may be established by their assigned regional education service agency. This section contains indicators of efficiency that the Education Performance Audit Team assessed as requiring more efficient and effective application.

The indicators of efficiency listed are intended to guide Ansted Middle School in providing a thorough and efficient system of education. Fayette County is obligated to follow the Indicators of Efficiency noted by the Team. Indicators of Efficiency shall not be used to affect the approval status of Fayette County or the accreditation status of the schools.

8.1.1. Curriculum. The school district and school conduct an annual curriculum audit regarding student curricular requests and overall school curriculum needs, including distance learning in combination with accessible and available resources.

During the 2006-2007 school year, there were three long-term substitute teachers in a math class, all of whom were teaching out of field. The Team believed this was a contributing factor to the decline in math scores on the WESTEST assessment for the 2006-2007 school year. This year, all math classes were being instructed by certified mathematics teachers. The Team believed that student achievement will increase due to the addition of the certified teachers of mathematics.

Building Capacity to Correct Deficiencies

West Virginia Code §18-2E-5 establishes that the needed resources are available to assist the school or school system in achieving the standards and alleviating the deficiencies identified in the assessment and accountability process. To assist Ansted Middle School in achieving capacity, the following resources are recommended.

| HIGH QUALITY STANDARDS | RECOMMENDED RESOURCES |
|-------------------------------|--|
| 7.1.13. Instructional day. | West Virginia Department of Education Office of Instruction (304) 558-5325 |

18.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county electronic strategic improvement plan development is intended, in part, to provide mechanisms to target resources strategically to the teaching and learning process to improve student, school, and school system performance.

The Team determined that Ansted Middle School and Fayette County have the capacity to correct the identified deficiency.

Identification of Resource Needs

A thorough and efficient system of schools requires the provision of an adequate level of appropriately managed resources. The West Virginia Board of Education adopted resource evaluation as a part of the accreditation and evaluation process. This process is intended to meaningfully evaluate the needs for facilities, personnel, curriculum, equipment and materials in each of the county's schools and how those impact program and student performance.

19.1. Facilities, equipment, and materials. Facilities and equipment specified in Policy 6200, Chapters 1 through 14, are available in all schools, classrooms, and other required areas. A determination will be made by using the Process for Improving Education (W.Va. Code §18-2E-5) whether any identified deficiencies adversely impact and impair the delivery of a high quality educational program if it is below the West Virginia Board of Education standards due to inadequacies or inappropriate management in the areas of facilities, equipment, and materials. The Education Performance Audit Teams shall utilize an assessment instrument for the evaluation of school facilities which generally follows the requirements of Policy 6200. Note: Corrective measures to be taken in response to any identified resource deficiency will of necessity be subject to the feasibility of modifying existing facilities, consideration of alternative methods of instructional delivery, availability of funding, and prioritization of educational needs through Comprehensive Educational Facilities Plans and the West Virginia School Building Authority. This policy does not change the authority, judgment, or priorities of the School Building Authority of West Virginia who is statutorily responsible for prioritizing "Need" for the purpose of funding school improvements or school construction in the State of West Virginia or the prerogative of the Legislature in providing resources. (Policy 6200 and *Tomblin v. Gainer*)

According to the items checked in the School Facilities Evaluation Checklist, the school was below standard in the following areas. The principal checked and the Team confirmed the following school facility resource needs.

- 19.1.10. Specialized instructional areas.** The art facility did not have two deep sinks, hot and cold water, mechanical ventilation, or a ceramic kiln.
- 19.1.11. Grades 6-12 science facilities.** All science facilities did not have a ventilation fume hood, sufficient laboratory workspace, fire extinguisher, blanket, emergency showers, balance cases, or main gas shut-off.
- 19.1.15. Health service units.** A medicine chest and refrigerator with locked storage was not available.

School Accreditation Status

| School | Accreditation Status | Education Performance Audit High Quality Standards | Annual Performance Measures Needing Improvement | Date Certain |
|----------------------|-----------------------------|---|--|---------------------|
| 20-301 Ansted Middle | Full Accreditation | 7.1.13 | | |

Education Performance Audit Summary

The Team identified one high quality standard – necessary to improve performance and progress.

Ansted Middle School’s Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Ansted Middle School in improvement efforts. The school and county have until the next accreditation cycle to correct the deficiency noted in the report.